

Out of Home Placements and Youth

A Service Delivery Model

Topics Addressed

- Current Issues
- Special Education
- Regular Education
- Transition
- STEPS/Alternative Education Programs
- Sample Documentation

What are the current issues

- School districts fail to acknowledge their responsibility for youth in an out of home placement
- Lack of communication between the home school district and the facility
 - Records, credit transfer, updates, IEP's
- Facilities fail to agree upon the home school district's responsibility in the provision of special education services
- Lack of a common understanding between the facility and the school district in regard to their roles
- If upon return to the resident district, appropriate support services are not determined and/or delivered there is a high probability for school/community failure

Special Education

- Youths with disabilities in correctional facilities and other types of non-traditional schools are entitled to special education and related services
- The duty of providing or contracting for special education services for all students with verified disabilities is the responsibility of the home school district, the interim program schools may assist the public school districts in fulfilling those responsibilities

SPED Placement Progression

- Student is placed out of home
- The resident school district liaison is notified that placement occurred.
- Resident district provides records to the facility. (If resident district is an SRS district, appropriate facility staff applies to the resident district as a specialist, the resident district will allow access to student special education records with view and edit privileges).
- The student remains a resident of the home school district and continues to be placed on school district roster and resident district SESIS.

- The resident district, in conjunction with the facility completes the following
 - Change in placement
 - Academic Advancement Plan
 - Transcript
 - Current classes
 - Reporting I.E.P. progress dates are determined
 - Case manager from the serving district is identified

In addition the following items should be addressed and agreed upon:

- Plan for ongoing communication between the resident school district and the facility is developed
- Review plan for re-entry to resident school district and transition expectations
- If needed, contract for the provision of special education services

Regular Education

- Student is placed out of home
- Facility notifies the resident school district liaison that placement has occurred
 - Plan for ongoing communication between the resident school district and the facility is developed
 - Review plan for re-entry to resident school district
 - Academic advancement plan to include credit transfer

Transition
Re-entry into Public School

- The resident school liaison is notified that a student will be returning to their resident district
- A transition meeting is arranged by the home school liaison, with the parent and student (within 10 days of discharge)
- A transition team is determined by the liaison that may include:
 - Probation/parole, therapist, guidance counselor, school administrator, parent, student, residential facility, special education case manager, behavior interventionist, etc. Plan mirrors conditions of parole

- If the student is in special education, the IEP team serves as the transition team
- Preparation for the transition meeting includes acquiring the following information:
 - grades, attendance, discipline records, facility discharge recommendation

Transition meeting agenda

- Review placement history and after-care recommendations
- Discussion of interventions/supports needed for successful transition
- Assign responsible parties
- At the transition IEP meeting a change of placement is completed in addition to other required IEP paperwork (review of goals, etc.)

Transition Success

Data regarding transition success is collected every three months for one year following re-entry

- Did the student remain in a district program and meet the transition goals?
- Did the student fail to meet the transition goals, but remain in a district program?
- Did the student re-offend and require out-of-home-placement?
- Did the student drop out of school ?

How are At Risk programs different from traditional settings?

- Smaller student to teacher ratios
- Alternative scheduling for students
- Teacher-lead classes
- Independent Courses
- Computer Based Courses
- Vocational Programs
- Community involvement
- Parental involvement
- Transportation provided
- Leveled System
- Social Skills Training

STEPS

Students Transitioning and Entering Programs for Success

STEPS: Entry

- Opportunity School
- High School referrals
- Transition from Out of Home Placements

STEPS: Leveled Program

- Three levels
- Level One: self contained program; limited privileges; focus on appropriate academic and social skills.
- Level Two: opportunity to begin job shadow, on the job training, volunteer experience and paid employment.
- Level Three: begin transition to classes at the High School or Gateway to Learning and continued employment.

STEPS: Schedule

- Half day vocational emphasis
 - Vocational training
 - Job Shadows
 - Volunteer experience
 - Paid work experience
- Half day academic emphasis
 - Overcoming Obstacles
 - Independent Study (core curriculum)
 - School to Work Class
 - Exploratory Class

STEPS: Benefits to Students

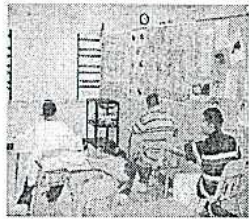
- In district program
- Vocational Skills Training
- Addresses cognitive, behavioral and social emotional needs of students.
- Independent study/Teacher-led courses
- SSCCS curriculum
- Social skills training
- Transition from out of home placement

SWS

- Serves students grades 6th-8th
- Students who struggle with social skills, appropriate classroom behaviors, & academic concerns.
- Students who have not been successful in the traditional middle school setting.

Career Exploratory at SWS

- Project Discovery career modules
- Students explore a variety of careers through hands-on kits and activities.
- Community Speakers talk about their experiences in careers.



Community Involvement at SWS



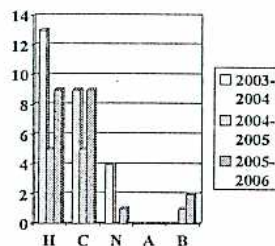
- Speakers to address various career areas and social concerns of at risk students.
- Weekly speaker to address social skills and role play weekly skill.
- Weekly speaker to address study skills with hands-on practice activities.

Skillstreaming the Adolescent

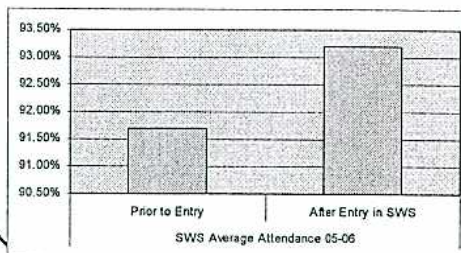
- Social Skills program
 - 4 steps for every skill
 - 50 skills
 - New skills introduced each week
- Example:
- ### Helping Others
- Decide if the other person might want or need your help.
 - Think of ways you could help.
 - Ask the other person if he wants/needs help.
 - Help the other person.

Students served at SWS

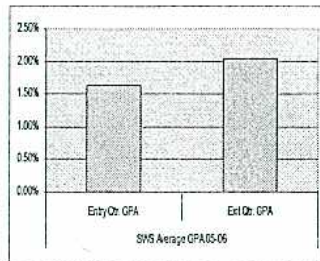
- 2003-2004 = 26
- 2004-2005 = 15
- 2005-2006 = 21



2005-2006 SWS Attendance Data



SWS GPA 05-06



In Conclusion:

- Closing comments
- Questions
